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*1997-98 School Year*

# *Social Studies 30 Information Bulletin*

## *Diploma Examinations Program*

Students First!
Student Evaluation

Alberta
EDUCATION

This document was written primarily for:

| | |
|---|---|
| Students | ✓ |
| Teachers | ✓ Social Studies 30 teachers |
| Administrators | ✓ |
| Parents | |
| General Audience | |
| Others | |

Distribution: Superintendents of Schools • School Principals and Teachers • The Alberta Teachers' Association • Alberta Education • General Public upon Request

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***Alberta educators** may reproduce this bulletin for **educational purposes**.*

*This document can be found on our Web pages. Our Internet address is http://ednet.edc.gov.ab.ca.*

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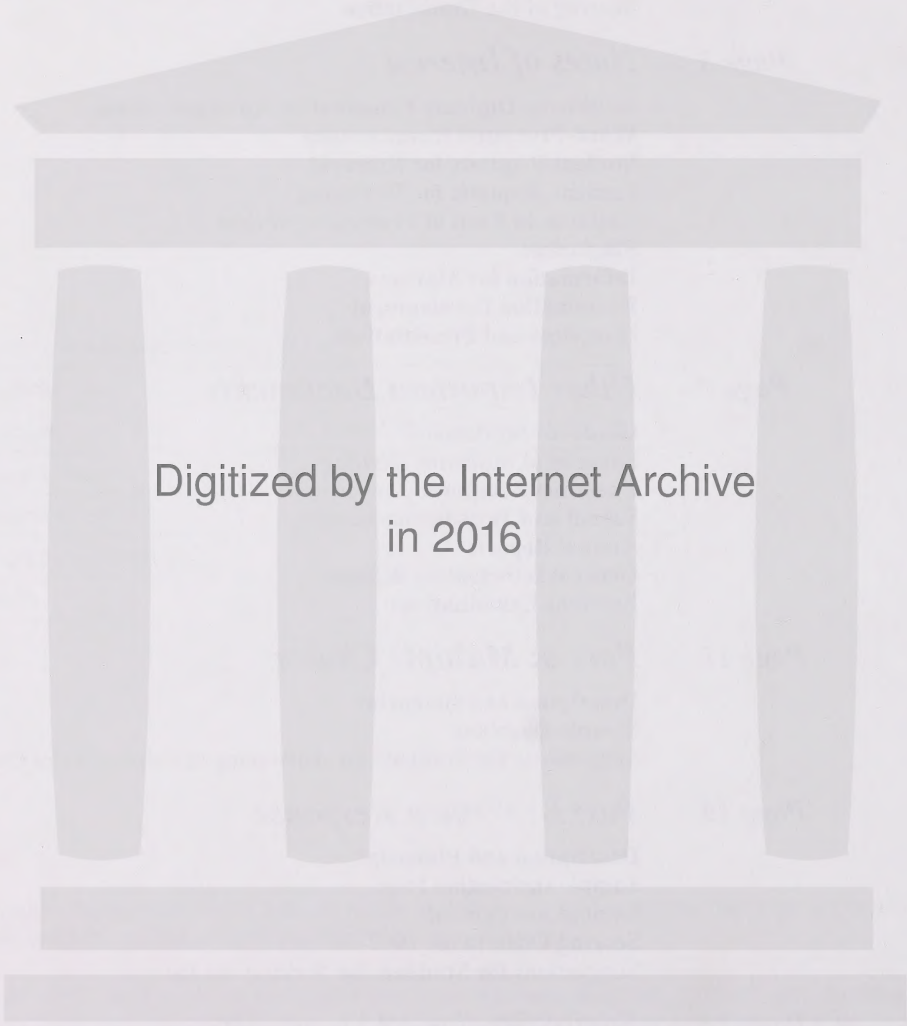
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# *Purpose of the Bulletin*

The purpose of this bulletin is to provide students and teachers of Social Studies 30 with information about the diploma examinations scheduled for the 1997–98 school year. It will be updated in September 1998.

Please share the contents of this bulletin, particularly the *Notes of Interest* and *Suggestions for Students* sections and the scoring criteria, with your students.

This bulletin includes

- descriptions of the Social Studies 30 diploma examinations that will be administered in January, April, June, and August of 1998
- the objectives to be tested
- the blueprints for the multiple-choice and written-response sections of the examinations
- the scoring criteria that will be applied by markers to student writing in the 1997–98 school year
- suggestions for students about writing the examinations
- descriptions of the acceptable standard and the standard of excellence

As well, the publication *Students First: A Guide for Students Preparing to Write the Social Studies 30 Diploma Examination* contains significant information for you to share with your students.

You may also wish to refer to the document entitled *General Information Bulletin, Diploma Examinations Program* (1997–98), which provides administrative information about the diploma examinations for the 1997–98 school year.

This bulletin, the *General Information Bulletin*, and the *Students First* guide are distributed to all senior high school principals and are also available on the Internet at Alberta Education's Web site (http://ednet.edc.gov.ab.ca).

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# *Important Dates in the 1997–98 School Year*

## *Administration of the Social Studies 30 Diploma Examination*

The examination is designed to be completed in 2 ½ hours. However, students are allowed a total writing time of 3 hours. Examination supervisors must be available for the total time allowed.

| *Administration Date* | *Time* |
|---|---|
| Friday, January 23, 1998 | 9:00–11:30 A.M. |
| Monday, April 20, 1998 | 9:00–11:30 A.M. |
| Monday, June 22, 1998 | 9:00–11:30 A.M. |
| Tuesday, August 11, 1998 | 9:00–11:30 A.M. |

Please consult the *General Information Bulletin, Diploma Examination Program*, for a complete schedule for all subject areas.

## *Scoring of the Examination*

Scoring of the examination will take place shortly after the administration date.

In early September, the Student Evaluation Branch sends superintendents a letter requesting the names of recommended markers. In this letter, dates for scoring the examination will be announced.

Student Evaluation Branch staff will contact recommended markers before each marking session to confirm participation, and the dates and times for marking.

# *Notes of Interest*

## *Additional Diploma Examination Administrations*

Alberta Education is increasing the number of administrations of diploma examinations to accommodate students' examination needs more effectively. For the 1997–98 school year, in addition to the examinations already offered in January, June, and August, the following diploma examinations will be offered in November and April.

| | | |
|---|---|---|
| Tuesday, November 4, 1997 | 9:00–11:30 A.M. | English 30 Part A<br>English 33 Part A |
| Wednesday, November 5, 1997 | 9:00–11:00 A.M. | English 30 Part B<br>English 33 Part B |
| | 1:00– 3:30 P.M. | Chemistry 30 |
| Thursday, November 6, 1997 | 9:00–11:30 A.M. | Mathematics 30<br>Mathematics 33 |
| Monday, April 20, 1998 | 9:00–11:30 A.M. | Social Studies 30<br>Social Studies 33 |
| | 1:00– 3:30 P.M. | Physics 30 |
| Tuesday, April 21, 1998 | 9:00–11:30 A.M. | Biology 30 |

The November and April examinations will be available only to students who have school marks in the courses and to individuals having mature student status.

**All students must preregister to write diploma examinations in November and April; walk-ins will not be allowed.** Students should contact their school principal for application forms and for the location of the nearest writing centre. The application deadlines for the November and April writings are October 10, 1997, and March 26, 1998, respectively.

## *Word-Processed Examinations*

Students who normally use a word processor for extended writing may choose to write *Part B: Written Response* on a word processor, provided that schools follow the directives in the revised (1997–98) *Interim Policy for Writing Diploma Examinations on Computers, July 1997*. Students who use word processors are allowed the standard word-processing "tools" (e.g., spell check) that are in the school-owned software. See page 16 for an example of the revised instruction page. Please refer to the current policy for specific details. The complete policy is in the *General Information Bulletin, Diploma Examinations Program* (1997–98). **Please note that this is a revised policy for 1997–98. Please discard all other versions.**

## *Student Requests for Rescores*

Students may request a rescoring of their diploma examinations. Before applying for a rescoring, students should check the *Diploma Examination Results Statement* to find out the distribution of marks. The mark for the machine-scored questions is not likely to change as a result of a rescore, but the written-response mark could change slightly. Students should remember that the rescored mark will be the final mark whether it *increases or decreases.*

Students who decide to have an examination rescored must ensure that their application is received before the deadline specified on the results statement. The fee for rescoring each examination is $26.75, which includes GST. If a diploma examination mark is increased by 5% or more as a result of rescoring, the fee is refunded.

## *Student Requests for Rewriting*

Students may rewrite a diploma examination in any regularly scheduled administration. The fee for rewriting each examination is $26.75, which includes GST. Please note that this rewrite fee applies to students repeating the course as well as to those who choose only to write the exam. Students must apply to the Student Examination Branch by the following dates to be eligible to rewrite the diploma examinations.

| Examination Administration | Rewrite Request Deadline |
|---|---|
| January 1998 | November 14, 1997 |
| April 1998 | March 26, 1998 |
| June 1998 | April 29, 1998 |

(For more details, see the *General Information Bulletin.*)

## *Children in Need of Protective Services*

If a student who is under 18 years of age indicates in his or her writing that he or she is a victim of physical or sexual abuse, the markers are required *by law* to refer the paper to Social Services. Social Services is required to investigate situations that suggest that children might require protection.

## *Plagiarism*

The model responses in the *Samples of Students' Writing* documents have been provided for instructional purposes only. If a student memorizes sections from these responses, or any other model essays, and uses them while writing Part B, he or she will be guilty of plagiarism and will be in breach of examination regulations.

## *Information for Markers*

*Part B: Written Response* is scored by Social Studies 30 teachers selected from among those who have been recommended as markers to the Student Evaluation Branch by their superintendents.

**Qualifications**

To qualify for recommendation by a superintendent, a teacher must have taught Social Studies 30 for two or more years (or four semesters), be currently teaching Social Studies 30, and have a Permanent Professional Certificate.

**Dates for Recommendation**

**Teachers who wish to be recommended as markers for the diploma examinations should contact their superintendents by the following dates.**

| Diploma Date | Contact Superintendent by |
|---|---|
| January 1998 | October 01, 1997 |
| June & August 1998 | March 01, 1998 |

Markers for the November and April examinations will be selected from the list of prospective markers submitted by the respective school superintendents.

**Criteria for Selection**

More teachers are recommended as markers by superintendents than are required by the Student Evaluation Branch for any one marking session. The following criteria are considered when markers are selected for a particular marking session:

- experience as a marker (generally, first-time markers are given priority)
- regional representation (by zone, jurisdiction, and school)
- representation by student population (approximately one marker for every 80 students)
- gender balance
- previously demonstrated ability

**Teachers who teach both Social Studies 30 and 33 should clearly indicate which examination they would prefer to mark.**

## *Examination Development*

Selected teachers who have been nominated by their superintendents participate in the examination development process at two important stages—item writing and field testing. Item writing committees meet throughout the school year to develop the questions that are eventually used on diploma examinations. Field testing, which takes place toward the end of each semester, provides students and teachers with the opportunity to become familiar with the nature of the questions they will encounter on future diploma exams.

## *Inservices and Presentations*

Student Evaluation Branch staff may be available to present workshops or discussions related to diploma examinations, interpretation of exam results, and other exam-related issues at ATA Teachers' Conventions and at the annual Social Studies Conference. Call Elana Scraba at 403-427-0010 for information and to book speakers. To call toll-free from outside of Edmonton, dial 310-0000.

# *Other Important Documents*

## *Guide for Students*

A publication written for students called *Students First: A Guide for Students Preparing to Write the Social Studies 30 Diploma Examination* is available in each senior high school and on Alberta Education's Web site (http://ednet.edc.gov.ab.ca). This publication contains valuable information and suggestions for students about exam preparation and exam writing. We recommend that students and teachers examine this document early in the term to prepare for the Social Studies 30 Diploma Examination. Parents will also find this to be a useful publication.

## *Samples of Students' Writing*

The most recent *Samples of Student Writing* document (1995) can be used by teachers in their classrooms to illustrate provincial standards. This document includes

- the January 1995 scoring criteria and essay assignments
- papers with commentary and rationales used as examples of "3 Satisfactory," "4 Proficient," and "5 Excellent" scoring criteria during the January 1995 marking session

Teachers, students and others can order copies from the Learning Resources Distributing Centre. The order number is 308660-01, and the cost is $3.95 +G.S.T.

12360-142 Street, Edmonton, AB T5L 4X9
Phone: 403-427-5775 (toll-free 310-0000) FAX: 403-422-9750

## *Examiners' Reports*

Following the administration of each January and June diploma examination, the Student Evaluation Branch sends copies of the *Social Studies 30 Examiners' Report* to all senior high schools in Alberta and also posts it on Alberta Education's Web site (http://ednet.edc.gov.ab.ca).

The *Examiners' Report* contains:

- detailed provincial results
- examiners' comments about student performance on parts A and B of the exam
- a detailed blueprint of Part A, classifying all multiple-choice questions by reporting category
- the key and difficulty level for each of the multiple-choice questions on Part A
- sample questions accompanied by commentary

The *Examiners' Report* provides important information for teachers who wish to interpret their students' results in relationship to provincial results as an ongoing form of program evaluation.

## *School and Jurisdiction Reports*

*School and Jurisdiction Statistical Reports* are made available electronically to schools and school jurisdictions after each January and June administration of the diploma examinations. These reports are placed on the Dial-In Facility of the Educational Information Exchange and provide detailed information on how well the students in their school and school district, respectively, did on each of the diploma examinations. Teachers may use these data to reflect on the areas of the program where their students did well and those areas where student performance was poor.

## *Annual Reports*

Each year, the Student Evaluation Branch produces the *Annual Report, Diploma Examinations Program*. This report contains information about the results achieved by all students who wrote diploma examinations in the preceding school year. It also contains special studies on topics of interest.

Each of these special studies will be of interest to teachers who are involved in interpreting the diploma examinations results of their students.

| Diploma Examinations Program | |
|---|---|
| **Year** | **Special Studies Topic** |
| **1989–90** | Comparing Achievement in Various Diploma Examination Courses |
| **1990–91** | Different Paths to Success in Diploma Examination Courses |
| **1991–92** | Participation Rates in Diploma Examination Courses |
| **1992–93** | Conventions of Language |
| **1993–94** | Participation Rates Over Time |
| **1994–95** | Grade 12 Enrollment Decline—A Preliminary Assessment |
| **1995–96** | Differential Item Performance Between Males and Females on the June 1996 Administration of the Social Studies 30 Diploma Examination |

The 1995–96 Annual Report is available on the Internet at Alberta Education's Web site (http://ednet.edc.gov.ab.ca).

## *General Information Bulletin*

Each September, the Student Evaluation Branch sends all senior high school principals and superintendents copies of the *General Information Bulletin, Diploma Examinations Program*, and also posts it on Alberta Education's Web site (http://ednet.edc.gov.ab.ca). This bulletin provides the information, dates, policies, and rules that apply to the administration of all diploma examinations for the school year.

Teachers and students who have questions about such issues as partial writings, word-processor policy details, special provisions for learning and/or physically disabled students writing diploma exams, dates for exam administration, and definitions of mature students, should consult this bulletin.

## *Previous Examinations*

Copies of previous Social Studies 30 January and June diploma examinations are posted on the Alberta Education Web site (http://ednet.edc.gov.ab.ca) and are available for purchase (@$2.75 + G.S.T.) from the

Learning Resources Distributing Centre,
12360-142 Street, Edmonton, AB T5L 4X9
Phone: 403-427-5775 (toll-free 310-0000) FAX: 403-422-9750

Teachers and students consulting previous exams should use exams administered no earlier than 1993.

# *Part A: Multiple Choice*

## *Description and Blueprint*

Questions are based on the generalizations, key understandings, concepts, and related facts from Topic A and Topic B of the *Program of Studies*.

The multiple-choice section of the examination requires students to recall information and then go beyond simple recall to apply their knowledge and thinking skills. Students must demonstrate that they understand social studies concepts; that they understand historical, political, and economic relationships; and that they can interpret and evaluate social studies information and ideas.

The multiple-choice questions require students to demonstrate knowledge and comprehension of social studies content and to apply social studies process skills to that knowledge base. Nearly all question types require both recall of knowledge and application of process skills; some questions are relatively straightforward and others are quite complex. The level of difficulty varies from question to question, as does the mix of knowledge and skill required to answer each question.

*Part A: Multiple Choice* has a value of 70 marks, one mark for each multiple-choice question. Each question is classified in two ways: according to the curricular content area (topic) being tested and according to the knowledge and skill objectives required to answer the question. The examination blueprint that follows illustrates the distribution of questions according to these classifications.

***Blueprint***
***Social Studies 30 Diploma Examination***

***Part A: Multiple Choice***
***(70% of Examination Mark)***

Questions on the diploma examination require students to demonstrate knowledge of social studies content and to apply social studies skills to that knowledge base. The reporting categories below define the general types of questions on the examination and the categories for which information will be reported.

| | | Question Classification by Topic | | |
|---|---|---|---|---|
| | | **Topic A: Political and Economic Systems** | **Topic B: Global Interaction in the 20th Century** | |
| | | Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the world's political and economic systems in theory and in practice, as outlined in the *Program of Studies*.<br><br>Organizing concepts such as<br>• democracy<br>• dictatorship<br>• mixed economy<br>• private enterprise economy<br>• public enterprise economy<br><br>will be reflected in examination questions. | Examination questions require knowledge and application of facts, concepts, generalizations, and key understandings related to the interaction among nations since the First World War, as outlined in the *Program of Studies*.<br><br>Organizing concepts such as<br>• nationalism<br>• balance of power<br>• confrontation<br>• cooperation<br>• internationalism<br><br>will be reflected in examination questions. | |
| **Question Classification by Knowledge and Skill Objectives** | ***Comprehension of Information and Ideas***<br>These questions require students to demonstrate their knowledge and understanding of generalizations, key concepts, and facts related to social studies content. | 11–12 questions | 11–12 questions | 23–24% |
| | ***Interpretation and Analysis of Information and Ideas***<br>These questions require students to demonstrate and apply their knowledge of social studies content by interpreting and analyzing information and ideas. | 11–12 questions | 11–12 questions | 23–24% |
| | ***Synthesis and Evaluation of Information and Ideas***<br>These questions require students to demonstrate and apply their knowledge of social studies content by synthesizing information and ideas and evaluating their accuracy and worth. | 11–12 questions | 11–12 questions | 23–24% |
| ***Percentage of Questions*** | | 35% | 35% | 70% |

## *Sample Question*

**Government Actions in a Market-Oriented Economy**

1. Decrease personal income taxes
2. Reduce social security benefits
3. Provide tax incentives to private industries
4. Lower bank interest lending rates
5. Decrease public ownership in industry

**1.** These actions are primarily intended by government to

* **A.** revive a lagging economy
**B.** decrease foreign investment capital
**C.** fight the effects of high inflation
**D.** lower the level of domestic production

This question assesses students' understanding of a government's motivation in taking particular actions to affect an economy. The question requires students to have a knowledge base in economics and an understanding of concepts such as market-oriented economy, lending rates, tax incentives, and public ownership.

Students must understand that the listed actions, when taken together, will have an impact on the economy, and they must judge what that impact will be. The question requires them to choose the reason for these government actions; i.e., what is the problem to be solved by government taking these actions?

The question demands knowledge, analysis, and synthesis of information and ideas, and an understanding of economic principles.

Teachers are advised to be cautious when using practice questions. Recall and lower level skill questions do not accurately reflect the complexity of knowledge and skill demanded by diploma examination questions. Many questions from the 1991 to 1997 diploma examinations could be used for practice. Sample questions are also presented in the *Examiners' Report.*

## *Suggestions for Students for Answering Multiple-Choice Questions*

Multiple-choice questions on the Social Studies 30 examination are developed very carefully to assess students' knowledge and thinking skills. Following are a few suggestions to help you demonstrate your knowledge and skills.

- Be sure to read any textual material (such as quotations, maps, charts, or cartoons) very carefully and think about it *before* you attempt any of the multiple-choice questions that follow.

- When answering "best answer" questions, be sure to read **all four** alternatives (A, B, C, and D) carefully before choosing the answer that you think is **best.** These questions are designed to test your powers of judgement. They include in their stems bold-faced qualifiers such as **best**, **most**, **mainly,** or **primarily**. Often, all the alternatives are correct to some degree, but one of them will be best because of the context established by the question; for example, the best answer is more strongly supported by a data source.

- Work from partial knowledge when it is appropriate to do so. If a correct or best answer does not become obvious to you immediately, you may want to eliminate the answers that seem most wrong and then use your powers of judgement to select an answer from those that remain.

- Organize your time so that you can **check your answers**. You may find that you have overlooked a question or that you have learned from the exam and now know the answer to a question you left out before.

# *Part B: Written Response*

## *Description and Blueprint*

The written-response section contributes 30% of the total examination mark. Students are required to write one complete and unified essay in which they discuss the importance and complexity of an issue and rationally defend their position by using supportive, relevant evidence.

***Blueprint***
***Social Studies 30 Diploma Examination***

***Part B: Written Response***
***(30% of Examination Mark)***

| Expectations of the Writing Assignment | Reporting Category | Marks Allotted |
|---|---|---|
| Students are expected to demonstrate an understanding of the issue under discussion and rationally defend a position on that issue through the application of supportive evidence. Arguments should be persuasive and show evidence of logical thought. Students are expected to make use of critical and creative thinking skills to demonstrate complexity and independence of thought. | **1. Exploration of the Issue**<br>Writers explore the issue by demonstrating an understanding of its significance and complexity throughout their essays. | 5 |
| | **2. Defence of Position**<br>Writers take and defend a position on the issue by developing and organizing logical and persuasive arguments. | 10 |
| | **3. Quality of Examples**<br>Writers select, accurately develop, and apply relevant social studies examples to support their position. | 10 |
| | **4. Quality of Language and Expression**<br>Writers communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including social studies terminology. | 5 |
| | Total | 30 |

# *Sample Instruction Page*

**Social Studies 30**
**Part B: Written Response**

***Description***

Part B consists of an essay assignment worth 30% of the total examination mark.

You are to **take** and **defend** a position on **either** Topic A **or** Topic B for your essay. If you write on both topics, **only** the first will be marked.

***Evaluation***

Your essay will be evaluated according to these four categories:

- Exploration of the Issue
- Defence of Position
- Quality of Examples
- Quality of Language and Expression

***Instructions***

- Use blue or black ink if you are hand writing your essay.
- Be sure to indicate your choice of topic in the space provided on the back cover.

***Additional Instructions For Students Using World Processors***

- Format your work using a 12-point or larger font such as Times, New York, or Courier. Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work in this booklet. Make revisions directly on your final printed work. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

***Reminders for Writing***

- ***Plan*** your essay.
- ***Focus*** on the issue under discussion.
- ***Establish*** a clear position or thesis that will direct and unify your essay.
- ***Organize*** your essay in a manner that will best defend your position.
- ***Defend*** your position by using supportive and specific evidence drawn from your knowledge of social studies.
- ***Edit*** and ***proofread*** your writing.
- ***Make changes*** directly on your finished work.

Space is provided on the following pages for planning and for your finished work.

## *Sample Assignment*

***Written Response—Essay Assignment***

Choose **one** of the following issues for your essay. Be sure to indicate your choice in the space provided on the back cover.

*Topic A*

Some people believe that during times of significant economic or political crisis within a nation, the government is justified in restricting the rights and freedoms of its citizens. Others believe that governments are never justified in limiting individual rights and freedoms, under any circumstances.

**Should governments limit individual rights and freedoms during a national crisis?**

In your essay, take and defend a position on this issue.

**or**

*Topic B*

Some twentieth-century world leaders believe that diplomacy and mediation should be the primary means of preventing or resolving conflict among nations. Other world leaders believe that diplomacy and mediation have limited potential for preventing or resolving conflict.

**To what extent should diplomacy and mediation be used to prevent or resolve conflict among nations?**

In your essay, take and defend a position on this issue.

## *Scoring Criteria for 1997–98*

Markers are reminded that students have been working under examination conditions and have essentially completed a first-draft composition.

## *1. Exploration of the Issue (5 marks)*

Writers explore the issue by demonstrating an understanding of its significance and complexity throughout their essays.

| | ***Key Questions*** |
|---|---|
| 1. Understanding of the depth and breadth of the issue | • Does the writer demonstrate an understanding of the issue? |
| 2. Thoughtfulness | • Does the writer recognize the importance of the issue and its significance in an historical and/or contemporary context?<br>• Is the writer aware of the complexity of the issue?<br>• Does the writer establish an appropriate and meaningful context for the position taken? |

## *1. Exploration of the Issue (5 marks)*

| | |
|---|---|
| **5** | **Excellent**: The exploration of the issue is insightful and mature. A perceptive discussion of the significance of the issue and its complexity is comprehensively developed. The context established reflects a thorough understanding and internalized appreciation of the issue. |
| **4** | **Proficient**: The exploration of the issue is clear and adept. A competent discussion of the significance of the issue and its complexity is capably developed. The context established reflects a sound understanding of the issue. |
| **3** | **Satisfactory**: The exploration of the issue is straight-forward and conventional. An adequate but often generalized discussion of the significance of the issue and its complexity is developed. The context established reflects an understanding of the issue that is generally clear. |
| **2** | **Limited**: The exploration of the issue is incomplete or lacks elaboration. The discussion of the significance of the issue and its complexity is superficial and lacks development. The context established may be difficult to discern, indicating a vague or confused understanding of the issue. |
| **1** | **Poor**: The exploration of the issue is minimal. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or extremely vague. The context established is difficult or impossible to determine, indicating a minimal understanding of the issue. The preamble to the assignment has been copied but has not been elaborated on. |
| **INS** | **Insufficient** is a special category. It is not an indicator of quality. It should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or that are too brief to assess in this or any other scoring category. |

## 2. *Defence of Position (10 marks)*

Writers take and defend a position on the issue by developing and organizing logical and persuasive arguments.

| | ***Key Questions*** |
|---|---|
| 1. Evidence of a position | • Does the writer present a clear position with respect to the issue assigned?<br>• Does the writer deal consistently with the issue under discussion? |
| 2. Logic and Persuasiveness | • Does the writer select appropriate evidence to defend the position taken?<br>• Does the writer draw a relationship between the evidence selected and the position taken?<br>• Does the writer apply well-chosen and relevant historical or contemporary knowledge to develop and support the position taken rather than reiterate memorized information and facts in the apparent hope that such facts might support a position?<br>• Does the writer base arguments on reason, conviction, and scholarship rather than on uninformed belief and/or unsupported assertions?<br>• Does the writer base arguments on valid assumptions and premises that support the credibility of the conclusions?<br>• What depth of analysis and elaboration does the writer demonstrate?<br>• Does the writer organize related arguments?<br>• Does the writer develop the essay logically and coherently? Has the writer avoided irrelevancies, digressions, and redundancies? |

## *2. Defence of Position (10 marks)*

| | |
|---|---|
| **5** | **Excellent**: The defence of position is based on well-considered, convincing, and logical arguments revealing a confident writer. The arguments presented are consistent and forceful, demonstrating maturity, insight, and/or originality. The evidence chosen is deliberate and judicious, serving to support the arguments developed and the position taken. A strong relationship between the position, arguments, and evidence is established and maintained throughout. The content is ordered and controlled in such a way as to convincingly reinforce the writer's arguments. |
| **4** | **Proficient**: The defence of position is based on sound arguments. The arguments presented are logical and competently developed. The evidence chosen is appropriate, serving to support the arguments given and the position taken. A clear relationship is established between the position, arguments, and evidence. The content is ordered in such a way that the writer's arguments are clearly discernible. |
| **3** | **Satisfactory**: The defence of position is based on one or more adequate arguments. While the arguments are generally sound, they may lack in persuasiveness and consistency. The evidence chosen adequately supports the arguments given and the position taken. The relationship between the position, arguments, and evidence is generally established. The content is ordered in such a way that the writer's arguments are generally identifiable. |
| **2** | **Limited**: The defence of position is based on simple assertions rather than on the development of supportive ideas or arguments. If arguments are presented, they are of questionable logic or are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The evidence given may be related to the issue under discussion but may be largely unrelated to any arguments made or to the position taken. The relationship between position, argument, and evidence may be difficult to determine. The content is ordered in such a way that the writer's arguments are contradictory, vague, or redundant. |
| **1** | **Poor**: The defence of position is weak; i.e., the position taken is hard to determine **or** little or no attempt is made to defend it. The writer has so misinterpreted the issue that the arguments and evidence presented are related to the position taken but are largely unrelated to the issue under discussion. The evidence chosen may be inappropriately applied to the development of any supportive argument or to the position taken. The content is disorganized and leaves in doubt the writer's intent. |

## 3. *Quality of Examples (10 marks)*

Writers select, accurately develop, and apply relevant social studies examples to support their position.

| | ***Key Questions*** |
|---|---|
| 1. Accuracy | • How verifiable or factually accurate is the information in the selected examples?<br>• Does the information presented reflect perceptions of reality that can be supported? |
| 2. Comprehensiveness | • What breadth or depth of understanding does the writer demonstrate by developing specific examples or applying a range of relevant examples?<br>• Does the writer use the information in the examples to qualify judgements, form hypotheses, or speculate about the unknown? |

**Note**: Examples from social studies content may be historical and/or contemporary and may be drawn from the study of Canada and/or other nations. Students are encouraged to refer to current events when appropriate.

## *3. Quality of Examples (10 marks)*

| | |
|---|---|
| **5** | **Excellent**: The selected examples are comprehensive and specific, revealing a mature and insightful understanding of content and its application to the assigned issue. The examples are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content. |
| **4** | **Proficient**: The selected examples are purposeful and usually specific, revealing a competent understanding of content and its application to the assigned issue. The examples are relevant and accurate, indicating a solid grasp of social studies content. |
| **3** | **Satisfactory**: The selected examples are largely conventional, revealing an adequate understanding of content and its application to the assigned issue. The examples are relevant but may contain some minor factual errors, or there may be a mixture of relevant and extraneous information. Understanding of social studies content is generalized rather than specific. |
| **2** | **Limited**: The selected examples are unfocused or inappropriate, revealing a vague understanding of content and its application to the assigned issue. The examples are potentially relevant but contain inaccuracies or extraneous detail. Understanding of social studies content demonstrates confusion or oversimplification. |
| **1** | **Poor**: The selected examples are either irrelevant or so scant, overgeneralized, or inaccurate that they indicate a poor or almost complete lack of understanding of content and its application to the assigned issue. The examples contain major and revealing errors, indicating a minimal understanding of social studies content. Some examples selected have been copied verbatim from the multiple-choice section of the examination without elaboration, or the issue has been so misunderstood that the selected examples are largely inappropriate for the issue under discussion. |

## *4. Quality of Language and Expression (5 marks)*

Students communicate clearly and effectively, demonstrating control of syntax, mechanics, conventions, and vocabulary, including appropriate social studies terminology.

| | ***Key Questions*** |
|---|---|
| 1. Syntax and Vocabulary | • Does the writer use correct, appropriate, and effective syntax and vocabulary? ("Syntax" is the way in which words are combined to form phrases, clauses, and sentences. "Vocabulary" is the collection of words used, including social studies terminology.) |
| 2. Conventions | • Does the writer use correct or appropriate grammar, spelling, capitalization, and punctuation? |

**Note**: When marking this dimension, markers should consider the effectiveness of the total impression created by the writer. Proportion of error to the complexity and length of the response must also be considered.

## *4. Quality of Language and Expression (5 marks)*

| | |
|---|---|
| **5** | **Excellent**: The writing is skillfully structured and fluent. Vocabulary is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication. |
| **4** | **Proficient**: The writing is clear and generally fluent. Vocabulary is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication. |
| **3** | **Satisfactory**: The writing is clear. Vocabulary is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the student demonstrates control of conventions. |
| **2** | **Limited**: The writing may lack clarity and is ineffective. Vocabulary is inappropriate and/or imprecise. Syntax is awkward. Errors indicate a lack of control of conventions. |
| **1** | **Poor**: The writing is frequently unclear. Vocabulary may be inaccurate and is imprecise. Syntax is uncontrolled and confuses the reader. Errors impede communication. |

## *Suggestions for Students for Writing the Essay*

During a number of marking sessions, we have asked participating teachers to submit tips or advice that they would give to their students on writing the essay assignment. The following points represent a summary of some of the responses to that request.

**Read the Essay Topics First**

- Read the essay topics before you begin the multiple-choice section.
- Select the topic about which you are most knowledgeable, not the one you think is the easiest or hardest to complete.
- Then, when answering the multiple-choice questions, make a mental note of those questions that contain information or ideas that may relate to the essay topic you have chosen.
- After answering the multiple-choice questions, reread the essay topic and preamble very carefully.

**Plan**

- Budget your time.
- Plan your essay.
  - —Develop a clear thesis statement on the issue
  - —Order your main points and evidence in a logical fashion so that the reader will be convinced that your position is the "best" one
  - —Discuss the significance and complexity of the issue

**Organize and Develop**

- Select and organize your arguments, ideas, and examples (evidence) in a way that you feel will **best** support your position on the issue. Current events can and should be used where appropriate
- Make sure that each sentence in your essay contributes to the development of your argument and is related to your position on the issue.

**Edit and Proofread**

- Edit and proofread your finished work carefully. Make corrections directly on your finished work.

**Marking**

- Remember that your essay will be marked for
  - —thoughtfulness and consistency of argument and position
  - —evidence that you know and understand the complexity and significance of the issue
  - —relevant and accurate supporting information

# *Social Studies 30 Standards*

## *Objectives of the Course*

Social Studies 30 is intended for students who have an interest in a course that is based on ideas and issues drawn from history, geography, economics, other social sciences, and the humanities. The course is designed to prepare students for academic studies in the social sciences or other disciplines at the post-secondary level. As such, the course demands that students develop skills in gathering, organizing, interpreting, analyzing, synthesizing, and evaluating information and ideas, as well as in discussing and writing about complex political, economic, and historical issues. Students are expected to develop critical and creative thinking skills and to demonstrate complexity and independence of thought. Students who do not plan to undertake post-secondary studies are better advised to enroll in the Social Studies 33 course.

Social Studies 30 develops thinking skills (the ability to acquire, evaluate, and apply information), communication skills (the ability to express thought and ideas orally and in writing), participation skills (the ability to interact effectively with others), and positive attitudes for the purposes of lifelong learning and responsible citizenship. Students who successfully complete the Social Studies 30 course have acquired the generalizations, key understandings, concepts, related facts, and content associated with the course knowledge objectives.

## *Achievement Standards*

The *Program of Studies* for Social Studies 10-20-30 outlines a number of objectives; with these objectives come certain expectations. Success in social studies is linked to three areas of understanding: a conceptual grasp of ***chronology***; an awareness of the ***context*** of political, economic, social, and intellectual life within chronological periods, and the way these interact and change over time; and the development of ***critical thinking*** skills such as interpretation, analysis, synthesis, and evaluation of facts and ideas.

Students who achieve success in Social Studies 30 demonstrate competence in reading, writing, speaking, and thinking as they relate to these three areas of understanding. Students are expected to interpret and synthesize information from a variety of sources (charts, graphs, cartoons, tables, photographs, or text) and to draw conclusions from or make generalizations about these sources. Students are also expected to apply previously learned knowledge and skills to solve problems and confront issues in a rational and responsible manner.

**Acceptable Standard**

Students who attain the *acceptable standard* in Social Studies 30 receive a final course mark of at least 50%. Students achieving at this level are able to locate, organize, and recall information appropriate to a specific task. They are able to describe, to explain, and (in some instances) to apply learned information to familiar situations within a social studies context.

At minimum, these students are able to express themselves in terms of concrete elements of experience and memorized facts by demonstrating an adequate command of the conventions of language, and they are able to recognize and identify key historical people and events. As well, these students are able to understand basic terms and concepts such as balance of power, sovereignty, fascism, and democracy.

Students achieving the *acceptable standard*, at minimum, are able to demonstrate rudimentary social studies skills such as interpreting information from several uncomplicated data sources when working independently, and are able to choose and defend a position on an issue. Such students are able to focus on specific and purposeful tasks independently. They are able to accomplish more complex tasks and understanding only with assistance, such as additional teacher guidance, peer consultation, or time to revise previously checked work. These students show a willingness and ability to interact with others and to appreciate viewpoints other than their own.

**Standard of Excellence**

Students who attain the *standard of excellence* in Social Studies 30 receive a final mark of 80% or higher. Students achieving at this level are able to demonstrate maturity and insight in their understanding and application of social studies content. They are able to relate social studies concepts—internationalism, public and private enterprise, political and economic power, and the social contract—to historical and contemporary developments in the world, and to understand some of the complexities and intricacies of diplomacy, constitutional issues, the globalization of trade, and the causes of war.

These students are able to assess critically and evaluate various responses or proposed solutions to problems. They are able to define problems, weigh evidence, and draw conclusions by assessing sources of information for reliability and relevance. In doing this, they demonstrate such critical thinking skills as evaluating information for bias, determining underlying assumptions, and recognizing relationships among concepts and historical events.

Students achieving the *standard of excellence* are able to show clarity of thought as well as depth of analysis in their expression. Such analysis is deliberative and often creative, encompassing both the concrete and the abstract. These students are able to defend and justify intellectual and personal values, present and assess arguments, and appreciate the viewpoints of others. They are not only able to exhibit goal-directed self-confidence and self-discipline, and to demonstrate that they work effectively in independent settings, but they are also able to interact effectively and constructively with others in a variety of settings.

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